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ABSTRACT

A practicum was designed to increase the amount of recreational reading by secondary school students, and to improve students' attitude toward reading, thus decreasing disruptive behaviors in the classroom. A whole language workshop approach was implemented over an 8-month period in two high school English classes, grades 10 and 11, college preparation level, with a total of 104 students. Many of the students had the skills to read but chose not to do so. The workshop was student-centered so that students could become self-directed, choosing reading materials of interest to them. The focus of the curriculum was on reading, thinking, and discussion, and the teacher's role was that of facilitator. Pre- and post-surveys were administered to record changes in student attitudes and improvement in leisure reading. Results showed that students' attitudes toward reading improved; that more students were involved in leisure reading; that fewer disruptions occurred during sustained reading in the classroom; and that students increased the amount of their free time spent in leisure reading. While three of the four practicum objectives were not met, the improvement shown was positive in terms of overall success. (Six tables of data are included; 33 references and five appendixes containing the survey of leisure reading, leisure time survey, time analysis of a week, instrument for measuring disruptions, and reading interest quiz are attached.)

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Creating and Implementing
A Model for Motivating Recreational
Reading Using a Whole Language Approach
for Secondary School Students

by
Susan Dickinson
Cluster #34

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A Practicum II Report Presented to the Ed.D. Program
in Child and Youth Studies in Partial Fulfillment
of the Requirements for the Degree
of Doctor of Education.

January 1992

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PRACTICUM APPROVAL SHEET

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Approved:

February 21, 1992
Date of Final Approval
of Report

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ACKNOWLEDGMENTS

For my father, Francis "Doc" Dickinson
with love and thanks

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ABSTRACT

Creating and Implementing A Model for Motivating Recreational Reading Using a Whole Language Approach. Dickinson, Susan, 1992: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Reading Attitudes/Recreational Reading/Reading Interests/Reading Habits/Reading Strategies/Whole Language/Workshops/Student Motivation/Motivation Techniques

The Practicum was designed to increase the amount of recreational reading in secondary school students. Students' attitude toward reading was to be improved causing a decrease in disruptive behaviors in the classroom. The amount of free time spent in leisure reading would increase, and the students would read a greater amount outside of school

The subjects of the practicum were secondary school students in a large, academically oriented suburban school. They had the skills to read but chose not to do so. A whole language workshop approach was implemented to engender in students a joy of reading. The workshop was student-centered so that students could choose reading materials that were of interest to them. They became self-directed. The teacher's role was that of facilitator. The focus of the curriculum was on reading, thinking and discussion. Pre and post surveys were administered to record changes in student attitude and improvement in leisure reading.

The practicum results showed great increases in attitude and recreational reading. Although three of the four objectives fell short of attaining their goals, the improvement shown was meaningful and very positive in terms of overall success. Significantly more students were involved in leisure reading than had been previously, and significantly more reading was being done. Overall, students felt more positive about reading for enjoyment, and this factor motivated them to read outside of school. The practicum showed that motivation is the key to increasing reading and that motivation is inner-directed and must come from the student. The reading curriculum is most successful when it adjusts to the needs and interests of students.

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March 13, 1992 Susan Dickinson
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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The specific community served by this senior high school was 80 percent suburban and 20 percent rural. Within the area were apartments, condominiums, townhouses, single family homes, estates, shopping centers, beaches, marinas, churches, and recreational facilities. In the feeder pattern for the high school were five elementary schools and two junior high schools. A shared-time vocational high school was located in the district.

Seventy percent of the community was upper middle class composed mostly of non-Hispanic whites. Blacks, Hispanics, French, Orientals, Iranians, and Jamaicans comprised the remaining 30 percent of the population.

According to the Ten Year Self-Study by the high school, a survey of the occupations of the parents of the senior class indicated that 49 percent were professionals; three percent were managers; seven percent were clerical workers; five percent were skilled workers; three percent were semi-skilled; two percent were unskilled; and 14 percent other. Regarding the educational level of parents, one percent had elementary school education only; three percent had

partial but incomplete high school education; 12 percent had completed high school; eight percent had formal education beyond high school other than college; 18 percent had some college but no degree; 31 percent had a bachelor's degree; and 27 percent had advanced degrees.

The high school served the students of a stable, middle and upper class community. Only 50 students came from migrant and transient families, and less than three percent of the families in the community had incomes below the poverty level. In fact, 79 percent of the students who entered as tenth graders became seniors.

Of significance in planning programs was the fact that six and nine-tenths percent of the school population withdrew, a figure well below the withdrawal rate of 17.9 percent for this county.

The population of students totaled 2,313. The number of black students was 394. White students comprised 1,512 members, and Hispanics were at 278. Asian students totaled 49 and Iranian students five.

The school received the United States Department of Education recognition as a Blue Ribbon School of Excellence in 1989. It was also recognized statewide as a State Distinguished school. A record number of students, 469, took 785 Advanced Placement examinations

(the largest in the Southeast). Students who took the Scholastic Aptitude Test made an average score 23 points higher than the national average on the verbal portion and 35 points higher on the mathematics portion.

The Writer's Work Setting and Role

The English department offered a range of classes to meet the needs, abilities, and interests of the students. Five levels of English addressed these needs. Level A provided basic skills instruction; level B presented a regular program; level C focused on college preparation; level D was the honors program; and level E, advanced placement, focused on college level work. The writer's role included working with four English classes. Two of these classes were eleventh grade college preparation classes (level C), and two were tenth grade college preparation (level C). The writer had taught similar courses in the same high school for 10 years.

The writer had an undergraduate degree in English and a master of education degree in language arts. She had 14 years of experience in teaching English at the secondary level.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There were five levels of classes in the English department. The classes chosen for this study were titled "college preparation" or "level C." The grades of the classes were 10 and 11. Of the total of 104 students, 85 percent were reading on grade level and beyond. The remaining 15 percent were slightly below grade level.

These classes responded negatively when assigned reading activities. Many remarked that they did not like to read and almost never read unless they were forced to do so. The writer noted many disruptions during periods that were assigned to silent reading. Students experienced difficulty staying on task and accomplished little in terms of independent reading during these periods. Reading that was assigned for homework was rarely done, and the students had come to expect that all school-related reading would be done during class time. Student concerns about assigned literature were restricted to the thickness of the material and how much reading they were expected to do within a designated time period.

The students in these classes were reluctant readers. They could read, but those chose not to do so. The traditional methods of teaching reading had failed to kindle a joy of reading in the students, and the result was that students had the necessary skills to read but not the desire to do so.

Efforts on the part of the school to correct the problem had included book fairs, reading contests, book sales and other incentives. To date these efforts had proven too sporadic to be of any real value. Also the rewards had been extrinsic rather than based on a real enjoyment of reading. The result was that after the contest was over, the interest to read independently faded.

Students complained that their schedules did not allow sufficient time for leisure reading. Homework, jobs, and outside responsibilities consumed most of the leisure time available according to students. Also, students said that they would not have chosen reading as a leisure activity even if they had had the time because they felt it is boring. They felt reading material did not relate to their problems or interests.

Adults in the school setting tended to reinforce the notion that reading was boring and not important by the lack of modeling that they did. When questioned, most teachers responded that they were too busy to read

during the school day. Reading was an activity that got sacrificed when schedules got heavy. The message that students were getting was that adults don't read for enjoyment. Reading was something that teachers forced students to do but don't do themselves.

In brief, secondary school students did not read for enjoyment. Students felt alienated from reading and instead chose alternative activities for leisure time.

Problem Documentation

To document the problem of a lack of leisure reading by students, the four classes were administered the Estes attitudinal survey (1971) in September of 1990. In this survey the student receives a score which reflects his or her reading attitude. One hundred possible points on this scale indicated the highest possible points for a positive attitude toward reading, and 20 points reflected the lowest amount of points possible to score for a negative reading attitude. For scoring purposes, the point scores for negative questions have been inverted. For example, a high score on a negative question would actually rate as a low positive score. The average score for the combined total of 104 students was 37 points. This score reflects a very negative attitudinal rating. Table 1 gives the results of the survey in percentages

Table 1

Estes Attitudinal Survey Results

Note. The percentage given for each question indicates the positive response value.

	% of positive response
1. Reading is for learning but not for enjoyment.	2.11
2. Money spent on books is well-spent.	1.12
3. There is nothing to be gained from reading books.	2.16
4. Books are a bore.	1.16
5. Reading is a good way to spend spare time.	1.15
6. Sharing books in class is a waste of time.	1.96
7. Reading turns me on.	1.17
8. Reading is only for grade grubbers.	1.73
9. Books aren't usually good enough to finish.	2.89
10. Reading is rewarding to me.	2.01
11. Reading becomes boring after about an hour.	1.89
12. Most books are too long and too dull.	1.77
13. Free reading doesn't teach anything.	2.36
14. There should be more time for reading during the school day.	2.75
15. There are many books which I hope to read.	2.09
16. Books should not be read except for class requirements.	2.08
17. Reading is something I can do without.	2.94
18. A certain amount of summer vacation should be set aside for reading.	1.19
19. Books make good presents.	1.11
20. Reading is dull.	1.36

of positive response value for each question. In a survey developed by the writer, students were asked to respond to the request for a listing of any books they had read outside of class within the last year (see Appendix A). The survey was given in September of 1990 and covered the period to September 1989. Over 90 percent of the students showed no outside reading during this time frame. As a baseline, the students showed less than one book read in the year span. There was virtually no outside reading occurring within these classes.

Discipline was an observable problem during designated reading periods. Students appeared restless and easily distracted. Disruptions were measured during five minute periods. This was done at the beginning, middle and end of a period. Disruptions were counted as any activity that disturbed the quiet of the reading activity or caused the teacher to respond. Three samples were taken using an instrument for measuring disruptions (see Appendix B). The average number of disturbances for five minute periods was six. The results of the disturbances instrument are found in Table 2.

Table 2

Disruptions Instrument Results

Note. Three samples were taken for each period.

A = beginning of period; B = middle of period; C = end of period.

	<u>A</u>	<u>B</u>	<u>C</u>
1.	<u>10</u>	<u>4</u>	<u>6</u>
2.	<u>7</u>	<u>6</u>	<u>7</u>
3.	<u>5</u>	<u>6</u>	<u>7</u>

Students from the four classes were also asked to chart the amount of free or leisure time they experienced in a one week time span (see Appendix C). Of this free time, they were then asked to estimate how much time was spent on recreational reading. The results showed that less than five percent of their free time was spent in reading for pleasure. This was measured using a time analysis survey. The responses to the time analysis instrument are shown in Table 3.

Table 3

Time Analysis of a Week Survey

1. How much time do you have?

0 to 5 hours	<u>6</u>
6 to 10 hours	<u>30</u>
11 to 15 hours	<u>28</u>
16 to 20 hours	<u>35</u>
21 to 25 hours	<u>5</u>

2. What do you generally do with this time?

Responses included:

Watch television

Play video games

Hang around

Listen to music

Help around the house

Hang out with friends

3. How many hours do you spend in reading for enjoyment?

0 hours	<u>59</u>
1 hour	<u>40</u>
2 hours	<u>2</u>
3 hours	<u>1</u>
4 hours	<u>0</u>
5 hours	<u>1</u>

Causative Analysis

Students did not read for enjoyment for various reasons. They weren't motivated by the traditional approach to the teaching of reading, and this attitude carried over into their free time. The teaching of reading often consisted of a series of isolated skills and rules. The focus was less on the content than the skill to be mastered. It was teacher dominated, and the student had little control over reading material. From the primary grades on, they were pressured to read books that were chosen for them. They were bombarded by parents and teachers with material that they "should" read. This left them bored and frustrated. As a result, students didn't see the usefulness of reading in their daily lives.

Another deterrent to leisure reading was the lack of time students experienced. Many students were involved in sports, jobs, family duties, and other extracurricular activities. A full social life competed with reading, and peers often did not regard reading as an acceptable activity. Students were not the docile learners they had been in primary school and often questioned authority. The period of adolescence was, and is, a period of rapid change, often marked by confusion. As adolescents, students were often restless and preferred not to sit still for extended

periods of time. They were not children, and yet they were not adults. They were undergoing strong emotional and physical changes as well as intellectual ones. The student who showed enthusiasm for reading was often labeled a "nerd" or a "brain." Adolescents preferred to experience life directly rather than to read about it. Because reading material in high school often did not reflect the interests of students, they chose other activities in their free time.

A major activity that competed for leisure time was the watching of television. Society is getting more and more of its information from media. Students are not different and turned to the media for the facts necessary to function in society rather than to print. Television was regarded as entertaining while reading was not. Reading was equated with school work and, therefore, something to be avoided.

In the four college preparatory classes, the ability to read was not a problem as 85 percent of the students were reading on grade level and beyond. The problem was that even though they were able to read, they chose not to do so. The students had very negative attitudes toward reading, and they expressed these opinions openly. They equated reading with "school work" or something that they were assigned to do for credit. In the writer's high school, the

curriculum was structured to leave little room for independent reading. The English teachers often remarked that there is not enough time to cover the required material without taking time out of class to read. They did very little modeling of reading in class as they felt too pressured by the system themselves.

The English department was subject to a writing skills enhancement program which was adopted by the county. This program required that each student produce one essay, report, story, or other work product each week of class. Teachers were responsible for showing evidence of this work to evaluators. In an effort to comply with the program, as many as three days per week were allotted to the prewriting, writing, and recording activities. All other English requirements were covered in the time left remaining after the writing activities were completed. As a result, reading that was required for English class was expected to be done as a homework assignment rather than in class. Teachers assumed that students had the time to read the assigned material during their free time.

In an attempt to cope with the outside reading requirements, students used published notes on the literature that they are assigned in class. It was

also an increasing trend for students to view the video version of the literature (if available) and try to pass the test in this manner.

The academic program in this high school was rigorous and course work was demanding. Teachers were required to give homework every night. Students handled this work on a priority basis, giving the most attention to those courses in which grades were a concern. A vast majority of the English class homework was reading, and this tended to get pushed aside as students studied for a big test in another subject or worked on an ongoing project. Very little reading for class actually got done, and virtually no reading for pleasure occurred.

Aside from school work, social activities and jobs took up a substantial amount of the free time of the students at this school. The students were from affluent families and enjoyed vacations, sports and hobbies. Most had cars given to them when they got their drivers license and were able to visit friends and date often. These privileges were often taken away when grades fell, and students maintained adequate grades so that they could continue their social activities. Parents forced their children to read when it became a problem that affected their grades,

otherwise, there was little interest or discussion as to what they read.

Relationship of the Problem to Literature

Students are not reading to the extent that they did in the past. Kozol (1985) and Goodlad (1984) found a decline in the amount of literacy and reading habits exhibited by American students. Anderson, Wilson and Fielding (1988) found a negligible amount of time spent reading by the students. Goodman (1985) reinforced those findings.

The Commission on Reading of the National Academy of Education (Anderson, Hiebert and Scott, 1985) wrote that there was a lessening in the degree to which students value reading at the secondary level. Students do not view reading as important to them. Rabban (1990) found that not only was there a low level of literacy across the board among students, but the disturbing aspect that even among students who rank high on SAT scores and are skilled in reading, read only in connection with course work. Students who are able and fluent in reading still choose not to read. Shirring (1990) and Powell (1990) supported the view that a high percentage of reluctant readers have adequate reading skills.

Students who are involved in a pleasurable learning experience seldom exhibit discipline problems.

Walberg (1990) noted that a high degree of engagement is indicated by concentration on tasks, and likewise, a low degree of engagement is characterized by irrelevant behavior and disruptions. Goodlad (1984) found the subject found "least interesting" by high school students was English. Students view English and reading as difficult and serious. Atwell (1987) believes that in addition to the seriousness of the task of reading, reading is often an isolated activity for an audience of only one person: the teacher.

The traditional methods of teaching reading are not effective. Not only do students lack the joy of reading, but often they lack the skills to read. Becker (1990) says that many middle grade students come to their English classes severely below grade level in reading and could clearly profit from extra academic time devoted to instruction and practice in reading. He goes on to estimate that between 55 percent and 60 percent of middle grade students take at least one explicit course in reading during the seventh and eighth grades. The end result of reading instruction in our schools is that students do not enjoy reading, nor are they skilled at it.

One of the problems with the approaches schools often take to encourage reading is that they make no permanent improvement in the students' reading habits.

After the arbitrary prize is given and the goal attained, reading drops to the level it was before the reading contest occurred. Johnston and Winograd (1985) believed the reason for this occurrence is that when students are intrinsically motivated in a reading task and external rewards are then given, the student engagement in the task ends when the rewards are finished. Thus, programs to encourage reading that give away pizzas, gold stars, books and other prizes are counterproductive to the encouragement of independent reading.

Many authors are now coming to believe that at the bottom of the students' failure to read is motivation. Among them, Atwell (1987) and Klug (1989) feel that it is a lack of motivation that causes students to view reading as a chore rather than a pleasure. The Commission on Reading of the National Academy of Education (1985) explained that skilled reading is a motivated process. The commission went on to say that there is no doubt that motivation influences reading.

Just what motivation is and how to develop it in students has been the subject for much discussion among educators. Eccles and Wigfield (1985) state that motivation is a less tangible, changeable process than we previously thought. Motivation is not necessarily a personality trait. Cultivating motivation in the

student, then, is the key to successful reading instruction. Rasinski (1989) concurs by adding that reading is not perceived as a functional activity by students. As a result, they tend to fall into states of inertia. This state does not reflect a problem of skill or proficiency, but rather one of motivation. Briggs (1986) agrees that motivating a reluctant reader is basic to the improvement of the reader's attitude toward reading.

Atwell (1987) and Powell (1989) state that readers do not read for appreciation because they do not have a choice in the books they will read. They are not motivated because they do not have control over their material, and they do not have ownership. Shirring (1990) and Carlsen and Sherrill (1988) agree and state that the lack of freedom students experience in selecting their reading materials directly relates to their inertia in leisure reading. Students are not free to choose material according to their needs and desires and eventually lose interest in the reading process.

Internal motivation versus external motivation is important to the continuation of good reading habits. Eldredge (1981) and Nielson and Long (1981) found that having an external locus of control is damaging to reading achievement. Thomas (1980) stated that the

feeling that control lies outside the student reader is fostered by rigid structure and complete teacher control of the reading materials. As a direct result of these features, passivity is increased. Rigid school systems are also the reason that Glasser (1990) argues in his control theory that feeling powerful at school is a foreign experience for students. He goes on to say that all their lives, people try to control their own behavior in order to choose the most needs-satisfying thing at the time. In school, this freedom to choose the most rewarding thing is not an option available to the student.

High school students do not read because it is not pleasurable for them to do so. Goodlad (1984) found that high school students spent less than two percent of each school day reading. Reading is not encouraged in school. In addition, Atwell (1987) further stated that when reading doesn't occur in school, it probably won't happen outside of school. This is unfortunate because Smith (1985) observed that reader's fluency is directly related to the amount of time spent in reading. Most experts agree on this point. Rasinski (1989), Calkins (1986), Edelsky, Draper and Smith (1983), and Hansen, Newkirk and Graves (1985) all cite time as a problem that inhibits the enjoyment of reading for students.

Educators are not focusing on the real problems facing reluctant readers. Rabban (1990) concludes that providing the time to read for pleasure, in or out of school, is not a prime concern for educators. Priorities are not where they should be in terms of allocation of time for the sheer joy of reading. She goes on to say that some of the best students have no outside time to devote to the enjoyment of reading as school homework commitments absorb all the free time available.

Another problem that impedes the students' reading for enjoyment is the very nature of the adolescent. Atwell (1987) views the natural messiness and exuberance of the adolescent to be at odds with the present school system. She views the adolescent as being in a stage of extreme confusion in terms of emotion and physical development. She also notes a preoccupation with peers and rebelliousness as typical of the age group. Students view reading as an anti-social subject. Goodlad (1984) believes that school work is not the real focus for adolescents. They prefer to be good looking, popular, and accepted as one of a group rather than "smart." He views schools as offering little of real value to the adolescent.

Atwell (1987) concludes that adolescents are extremely egocentric. They are focused on themselves

and their concerns. The Carnegie Talk Force (1989) recognized this factor when it reported that the developmental needs of adolescents are not being met in today's schools. Students do not experience engagement in learning in schools, and this can make the problem of adolescents worse.

Reluctant readers have competition for leisure reading in the form of television and media. Woo and Bonds (1986) cite television as the most prevalent medium viewed by the students and the one they spend most of their out-of-school time viewing. Hunt (1990) says reluctant readers do not value reading because in today's society students can bypass reading with media to get the information that is necessary for survival.

CHAPTER III
ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for this practicum. It is anticipated that student reading in four college preparatory level tenth and eleventh grade English classes will increase. Motivation will improve thereby improving overall independent reading quantity by the students.

Behavioral Objectives

The following goals and objectives were projected for this practicum. The writer expects that student attitude and motivation toward reading will improve. Students will choose reading as an independent activity for enjoyment.

Presently, students display a negative attitude toward reading in general. Students will show improvement in attitude using the Estes Attitudinal Survey (1971). One hundred possible points on this scale indicates the highest possible points for a positive attitude toward reading, and 20 points reflects the lowest amount of points possible to score for a negative reading attitude. The average score for the combined total of 104 students was 37 points.

Following implementation, students will show a final average score of 60 points.

In a survey developed by the writer, students were asked to respond to request for a listing of any books they had read outside of the class within the previous year. The results of the survey reflected the fact that over 90 percent of the students showed no outside reading during the time frame. As a baseline, students showed less than one book read in a one year period. After implementation, students will have read a minimum of five books each.

During reading periods, students in the four English classes are often disruptive. Behaviors such as loud talking, leaving their seats, inappropriate questions, etc. disturb the work atmosphere and often result in chaos. At the present time, there are noted six disturbances per five minute periods. After the implementation period, there will be a 50 percent reduction in these disturbances to three disturbances in a five minute period.

Students from the four classes were asked to chart the amount of free or leisure time they experienced in a one week time span. Of this free time they were asked to estimate how much time was spent on recreational reading. The response to the survey given to determine the amount of free time spent on

reading will increase from five percent at the beginning of the implementation period to 25 percent at the end of the period.

Measurement of Objectives

To measure an improved attitude toward reading, the Estes Attitudinal Survey (1971) was chosen. This instrument was preferred by the writer because it serves as a standard to measure attitudes toward reading. Rather than measuring the student's ability to read, it measures their attitude toward reading. This attitude indicates whether or not they are likely to read.

The scale consists of 20 statements concerning an aspect of reading. Some of the statements are positive and some are negative. The student is asked to respond by indicating on a one to five point scale which ranges from "I strongly agree" to "I strongly disagree." Students are told to answer honestly as the survey has absolutely no bearing on their grade.

The student receives a score on this survey which then reflects his reading attitude. One hundred possible points on this scale indicates the highest possible points for a positive attitude toward reading, and 20 points reflects the lowest amount of points possible to score for a negative reading attitude. For scoring purposes the point scores for negative

questions have been inverted. For example, a high score on a negative question would actually rate as a low positive score (To "agree" to a positive statement is to reflect a positive attitude, whereas to "agree" to negative statement is to reflect a negative attitude) (Estes, 1971).

The Estes Attitudinal Survey was to be administered on a pre and post (May and January) basis to determine changes in attitude that occurred during the implementation period.

An increase in the number of books read was to be measured using a simple survey developed by the writer (see Appendix A). The survey was entitled, "Survey of Leisure Reading" and consisted of a single-sheet form that can easily be administered within a 10 minute period. The survey asks students to list their name, date, class period and all of the reading that they have done for enjoyment in the last year. The students are then asked to count the number of books on the list and put the number in the space provided at the top of the form. This survey was to be given on a pre and post (May and January) basis to determine the increase in leisure reading experienced by students.

To measure a decrease in class disruptions, the writer developed an instrument for measuring disruptions (see Appendix D). This instrument records

any activity made by the students that disrupts the classroom atmosphere or causes the teacher to respond. The instrument asks the teacher to indicate the class, period, and date and to make a notation each time a disturbance occurs. The instrument is divided into a beginning-of-the-class section, a mid-point section and an end-of-the-class section. Each section is monitored for a period of five minutes. There is space provided to note the time of the monitoring. The improvement is determined by the reduction in the number of disturbances from the first instrument results to the final instrument results.

To determine the amount of free time spent on leisure reading by the students, the writer developed a leisure time survey (see Appendix B). Students are asked in this survey to chart the amount of free or leisure time they experience in a one week time span. Of this free time they are then asked to estimate how much time is spent on recreational reading (see Appendix C). The amount of actual time spent in recreational reading is then recorded. To show improvement in the amount of leisure reading, the numbers of hours recorded in the preliminary survey were to be compared to the number of hours recorded in the final survey.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Secondary school students were not participating in leisure reading. Reading was viewed by the students as having negative connotations, and thus, the students did not read for pleasure in school or out of school. Calkins (1986), Atwell (1987) and Ash (1990) were proponents of the Whole Language approach to the teaching of reading. Whole Language had a student centered focus rather than a teacher based one. Students experienced reading in the way reading occurred outside of school, that is, it is interest based and builds on prior knowledge and language strengths of the reader.

Atwell (1987) believed a workshop approach to the teaching of reading would engender in students an appreciation for the joy of reading. She allowed students to choose the material they will read and guided their responses to the literature. Grades were not as important as what a student gained in the workshop.

Harste, Woodward and Burke (1984) concurred that creating a risk-free environment was important to fostering a positive experience with language.

Slaughter (1988) promoted an informal stance by the teacher and stressed peer collaboration. Smith (1985) said that in a whole language learning environment, students and teachers were equal in power and belonged to the same literacy club.

John Bishop (1989) believed, as do many others, that lack of motivation was the underlying factor for students' failure to produce adequate work. His solution to improve motivation and thereby improve writing was to use Cooperative Learning. This would give students greater input as it would take place in a group setting. Team work encouraged a mutual goal rather than the teacher centered traditional lecture method. Glasser (1990) also believed that the root of students failing to learn was lack of motivation. Glasser believed his "control theory" addressed the problem by "empowering" students to take control of their learning. What Bishop (1989) called Cooperative Learning, Glasser labeled a "learning team." Glasser contended that "learning teams" bring to the classroom the same type of approach that occurs in extracurricular activities. That is, the student could share information and ideas instead of being isolated and left to interpret by himself. Sharing is a basic human need, and schools don't make use of this concept when they tell students that looking on another's work

is cheating. Students felt that they can contribute as part of a team, rather than bearing the brunt of learning individually.

Gray (1989) also felt that traditional reaching was, for the most part, not working. His solution was to include seminars in the teaching experience. Seminars were best when contributions are made by all participants. They also required good texts rather than the traditional textbooks. Seminar learning was similar to cooperative learning in that it "empowers" the student to be responsible for his own education. The teacher does not direct the flow of information, but rather facilitates, or manages it. Gray said that consecutive days as opposed to scattered days produced much better results.

The learning environment should focus on a core of reading, thinking, and discussion according to Hunt (1990). The more traditional approach of breaking reading into a series of skills, workbooks, and mastery tests have been shown to be ineffective. The ultimate goal of reading instruction should be meaning acquisition.

Klug (1989) and Rasinski (1989) suggested changing the curriculum as a way of meeting adolescents' needs and interests. To determine these needs and interests,

he recommended administering an interest survey and adjusting the curriculum accordingly.

Rasinski (1989) felt placing students cooperatively would give them a sense of responsibility for the task and thereby improve engagement with reading. He also said that good experiences with books would engender further exploration into reading.

Troy (1982) believed students became motivated when they could identify with the reading material. This would narrow the available literature considerably, but it must serve as a starting point.

Journals were an important part of the reading workshop approach. Atwell (1987) found using journals elicits deeper responses from her students. Students became conscious of the reading process and more articulate in their reactions.

Description of Selected Solution

At the very heart of the problem of a lack of independent reading in tenth and eleventh grade students was the lack of motivation. The author was prepared to try a whole language based workshop approach to improve the students' attitudes toward reading for enjoyment. Students' attitudes improved because the workshop was student-centered. The focus was on the needs and desires of the individual student. The workshop took an informal approach, thereby

offering a non-threatening stance in the approach to reading.

Adequate time was allotted for sustained silent reading. Students had control over the time they needed to spend on various tasks. Students got immediate feedback for silent reading periods by receiving a grade at the end of each period. Grading was based solely on their performance in class and not on tests or quizzes related to the reading. If a student chose not to read or was unprepared for the reading, he or she was graded accordingly. If a student was absent, he or she made up the reading time during lunch, study hall, or after school. Reading was deemed as very important and treated accordingly in the classroom. Likewise, students received immediate positive reinforcement in seeing their daily grade earned solely on the merits of being a reader.

In the whole language workshop, the curriculum was adjusted to accommodate adolescent emotional and psychological needs. Cooperative effort was stressed. The use of indirect instruction allowed students to have some control in their learning environment. The approach was managerial rather than authoritative.

The use of journals as adopted from Atwell (1987) facilitated feedback and reinforcement. In this informal activity, students corresponded with each

other or the teacher for interaction concerning their reading.

Peer support was encouraged with the result being a lessening of teacher dependence. Motivation became intrinsic, and the reader became independent. The student no longer had to rely on outside enticement or pressure to be motivated to read. Coercion became unnecessary as students engaged in the literary experience. Once students started reading and viewed it as a positive experience, they continued to read. Students came to see the value in the work they did. Reading was a purposeful experience rather than something that was required at school.

Discussions of books were informal. The atmosphere proved supportive and non-threatening. The teacher adopted the role of seminar leader when discussing reading. The focus was one of looking for ideas rather than the more traditional stance of answering questions posed by the teacher. It was an open-ended approach allowing students power to direct the task. Philosophical questions were addressed, and students were made responsible for formulating their own answers. They developed their ideas, clarified them and were accountable for them. Rather than the fragmented approach of trying to develop skills and specific pieces of knowledge, students were asked to

think independently. The emphasis on grades was on individual gains, as opposed to a more competitive, group approach.

Students live in a media oriented society. To capitalize on this fact, films were shown in conjunction with the reading. After reading a piece of literature, students were shown the film version. Comparisons and contrasts were made between the print version and the film. "Islands in the Stream," "Night and Fog," and "Lawrence of Arabia" were examples that can be used to enhance the reading experience.

Report of Action Taken

The problem was that secondary school students were not reading for pleasure during their leisure time. To address the problem, four English classes participated in a whole language approach to reading that was designed to improve motivation. Two of these classes were eleventh grade college preparation classes (level c), and two were tenth grade college preparation (level c).

In preparation for the whole language approach toward reading, the classroom was physically arranged to accommodate a silent reading area, a discussion area, and a conferencing area. The classroom had previously been used as a reading center and was carpeted. The designated reading area consisted of a

corner that was enclosed on one side by a set of book shelves. Large cushions were placed on the carpet, and school chairs lined the walls. Students were invited to make themselves comfortable while they read. The discussion and conferencing areas consisted of groupings of desks that could be arranged according to the needs of the class. Reading materials were displayed around the room and included books, magazines, newspapers, student published material, reference sources, catalogues, comic books, pamphlets, telephone books, written letters, and other utility based materials.

The duration of the implementation was eight months. Each week consisted of a two day reading workshop. A regular schedule of reading was established, and in most cases this consisted of Mondays and Tuesdays. If these days were not convenient due to schedule conflicts, the first two available days in the week were used for the workshop.

Students were to keep a literary journal and were required to informally write to the teacher and receive feedback from the teacher for a minimum of once every two weeks. This kept the momentum going and allowed students to articulate what they felt was important in what they had read. The journal allowed the students to give opinions, ask questions, and give

interpretations of what they have read. Journal letters were shared with the class orally or on overhead projectors, with the permission of the writer, as a way of sharing student response.

Students were responsible for buying their own spiral bound notebook as the journal lasted for the eight months of implementation. Class sets of journals were kept in cardboard boxes which were labeled and available to both teacher and students. Journals to be shared with the teacher were put in the mailbox on the teacher's desk. All others remained in the classroom. Letters in the journals were dated in the upper right hand cover. Title and author of the work that students were discussing was listed.

Students kept a log sheet of the books, dates and comments that they had accumulated over the implementation. These log sheets served as a reference for accomplishment.

The majority of the time was spent in sustained silent reading. Some students responded to literary journals, some discussed by correspondence, some browsed among books or used a temporary pass to the library, and some conferenced with the teacher via the journals. All were to be working on task.

Mini lessons for direct and indirect instruction began the reading period. They were brief, usually

lasting less than 10 minutes. Mini lessons were used to describe routines and regulations at the start of the implementation. Students became familiar with the workshop and knew what was required of them. Surveys and questionnaires took place during mini lessons, as did group discussions, group shares, and oral reports.

Skill instruction took place during the mini lesson. The skill to be taught was discussed as it occurred naturally within the context of the reading. Skills were never addressed as isolated, unrelated pieces of knowledge.

Reading aloud from various literature occurred during the mini lesson and served as an enticement for getting students involved in the reading. Both students and teachers read aloud to the class. When possible, the teacher provided students with their own copies of the material that was being read as a group. Poorer readers followed along while a good reader read. At the start, reading material was selected that was of high interest to the students. Powerful passages that were frightening, bloody, hilarious, or romantic served to catch the student's interest. Non-threatening discussions of the passages served as an opening for the students to reflect on why such writing interested them. Examples of this genre included:

- A. The Supernatural
- B. Mystery and Intrigue
- C. Love Stories
- D. Factual Crime Cases
- E. Biographies
- F. Nature Books
- G. "How To" Stories.

Once students became engaged in the act of reading, they were encouraged to respond in various ways. Some of the suggested responses were as follows:

- A. an artistic rendition of a character
- B. a written evaluation of the book
- C. a scrapbook about the material
- D. a discussion of a problem presented in the book
- E. a media presentation of the book
- F. an oral presentation
- G. a dramatic presentation based on a section of the reading (alone or with class members)
- H. a panel discussion of the book
- I. a spontaneous book talk
- J. a letter mailed to the author
- K. a project developed by the student.

Evaluation consisted of a daily grade during reading period for adhering to the specified regulations. Also, the journals were evaluated

according to quantity and quality of response. Grades were given to the student for progress in reading, and these are determined in conference with the teacher. The average of these components determines the student's final grade.

Month one of the implementation period was used to introduce the reading workshop to the students. Students were made aware of how their progress was to be monitored and then began to select their own reading material. Mini lessons during this period incorporated the survey of leisure reading (see Appendix A), leisure time survey (see Appendix B), time analysis of a week (see Appendix C), and the instrument for measuring disruptions (see Appendix D).

Students also received an interest survey (see Appendix E) and high interest book lists to aid in finding books they liked to read. Students who were not reading books were encouraged to try longer works after they had made a head start in an area of interest. The writer acted as a source for suggestions and guidance in the process of attaining reading materials. The writer capitalized on this opportunity to expand the literary horizons of the students and expose students to types of literature that they would not seek on their own.

Students were hesitant at first to accept the idea of a reading workshop. Many responded that they hated reading and that it was boring. Most of the questions at the beginning of the implementation concerned the length and size of the books that they were being "forced" to read. Most did not comprehend readily that they were being empowered to make their own choices.

Several students sat before open books and were obviously not reading. They were not bothered and eventually became bored with this practice. Most were reading in a manner that was self initiated by the end of the month.

Originally, the writer had intended that the reading material remain in the classroom. This quickly became a problem. Students who were engrossed in reading material argued strongly against the policy of keeping their materials in the room, and when one student defiantly stated that he was taking his book home, a fast class meeting was called to deal with the situation. The writer began to realize that the policy was actually inhibiting students from reading, which was exactly the opposite of what was intended. Unfortunately, a good deal of the reading material was disappearing from the room. The class discussed the problem and decided that it was alright to take materials home, but more effort should be made to bring

them back. Some improvement on the part of students to return reading material occurred. The writer stepped up the recruiting of donated materials and was deluged with boxes of books and magazines from parents, students, and other teachers. Reading material ceased to be a problem.

Initially, there was an increase in overall noise in the classroom. Students wandered from area to area and talked to other students. Much of the time during initial mini lessons focused on behavior. As students became engaged in the tasks, the noise level dropped slightly but remained higher than before implementation began.

Month two was a continuation of the workshop. Students responded to the reading they had chosen by using one of the various options given to them. On two separate occasions, the mini lessons comprised the entire class period as students engaged in various presentations of their material. The class responded extremely well to their peer presentations. Very few disruptions occurred during these times. Students seemed to be more at ease with the workshop atmosphere.

Students received a reading list for the summer months (months three and four of implementation). Students continued their literary journals throughout the summer period. Students were to be prepared to

respond to the material when school resumed in September.

Month five of the implementation began with class discussions of reading that occurred over the summer. The writer felt initially overwhelmed in dealing adequately with the journal responses brought about by the reading and the discussions. Students were encouraged to write to peers using the journal in an effort to alleviate the burden on the teacher. This worked well, and letters were shared with the class and discussed using the overhead. The writer first asked permission of the student. Students were generally pleased when their work was chosen for discussion.

Despite this effort, responding to journals was time consuming and often entailed bringing home class sets to be done in the evening hours.

The eleventh grade dealt with The Canterbury Tales for their first group assignment of traditional literature. The book was introduced during the mini lesson and was chosen because it was a departmental requirement. The students were assigned to groups of five or six and were responsible for reading one of the tales and presenting the tale to the class in dramatic form. The students were well prepared and creative in their presentations which included puppet shows, videos and skits. The class enjoyed the presentations, and

each student was able to participate and become familiar with the material.

The tenth grade students began with a book of their choice. This also went very well although at first students tended to wander off task. Eventually students became involved in sharing their experiences with the reading and became more engaged in the reading periods.

Overall, students were very enthusiastic about writing in their journals. They voiced disappointment if time did not allow them to write during the workshop.

During this month, two students were excluded from class for two weeks due to in-school suspension. The writer was to provide written assignments to the suspension coordinator. The coordinator met with the writer to voice concern over what appeared to be a lack of specific daily instruction for the students while they were detained. Choosing and discussing their own reading materials was not satisfactory. The writer and the coordinator agreed to let the students conference weekly with the teacher and sit in on the group shares as a means of providing continuity. The students both felt they had missed a great deal in being excluded by the class.

Month six employed the newspaper to motivate reading and familiarizing students with newspaper format. Skills such as identifying fact and opinion and using the index were part of the lesson as students responded to the reading that occurs in the real world. A journalist from the local paper came to the classes to talk about her experiences with newspaper writing. The students were curious and responded well. Students were encouraged to bring in sections of biography about newsmakers of other races from newspapers and magazines to put on the bulletin board.

For Halloween the students were encouraged to dress as a character from any of their readings. More than half of the students took part, and we had mini lessons to discuss the character. The writer dressed as Hester Prynne from The Scarlet Letter to promote the activity and advertise the novel. The writer read aloud from Poe, and students viewed the film "The Lottery." Gothic writers were discussed, and many students were motivated to read horror materials. These materials remained popular to the end of implementation.

Month seven included activities such as story mapping and framing. In these activities a character's name was placed in the center of a circle, and students drew spokes from the circle naming traits related to

the character. These served as prewriting exercises for a composition or warm-ups for discussion. Students continued to read material that they had chosen and responded to the material in the way that they deemed most appropriate. The teacher acted as manager and guided the reading activity so that all students could interact with the material and with each other.

Disruptions were minimal at this point in the implementation. The teacher overheard a student in the classroom quietly tell her friend outside the classroom not to enter because "the class was reading." This showed an awareness of the importance of the reading process on the part of the student who previously would have welcomed the interruption.

Mini lessons became less formal as the implementation progressed. The writer decided that rather than occur on a daily basis, they occurred only when needed. Often students had questions that were answered in the mini lesson. Sometimes the lesson took the entire period. The result was that the mini lessons came to be spontaneous and resulted from the material and ideas generated from the reading periods.

The eighth and final month of implementation focused on material that showed students how to do something. They were encouraged to learn information about various cultures and demonstrated their new found

skills to the class. For example, the students could learn how to cook something from a recipe that originated in another country. They could assemble something or acquire any new skill that took research and explanation. The focus was on recognizing the utility value of reading.

Students responded in a wide variety of ways. They sang foreign songs, build scale-model dwellings, learned native dances, and brought in food from various countries. We had teepees, Russian homemade cheese, African dancing, and German hand-carved toys. The variety was fascinating and endless. The students thoroughly enjoyed giving and watching the presentations. Students made the connection that reading could be both useful and enjoyable.

During the very last classes of the workshop, the leisure time survey (see Appendix B), the time analysis survey of a week (see Appendix C), and the instrument for measuring disruptions (see Appendix D) were given. Students voted on the books that they had enjoyed the most to add them to the recommended book list.

Overall, students were proud of their progress in reading. Their comments were positive concerning the journals and their ability to choose reading material. Most were comfortable with the evaluation methods, although some felt more comfortable with the

traditional test and quiz method of evaluation. Many indicated that they didn't want to return to the traditional teacher dominated style of English class.

CHAPTER V
RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

Secondary school students were not reading for pleasure during their leisure time. The solution strategy consisted of four English classes participating in a whole language approach to reading that was designed to improve motivation. The workshop was student-centered and focused on the needs and desires of the individual student. The workshop encompassed an informal stance and was aimed at providing a non-threatening atmosphere.

The first objective was to improve the negative attitude that students displayed toward reading in general. The Estes Attitudinal Survey (1971) was used to measure improvement in attitude experienced by the students in the course of the implementation. One hundred possible points on this scale indicated the highest possible points for a positive attitude toward reading, and 20 points reflect the lowest among of points possible to score for a negative reading attitude. The specific objective for attitudinal improvement was to show a final average score of 60 points on the post test. This would represent an increase from 37 average points on the pretest. The

average score on the post test was showing an increase to 54 points. Table 4 shows a comparison of the results of the pre and post test in percentages of positive response value for each question on the survey.

In a survey developed by the writer, students were asked to respond to the request for a listing of any books they had read outside of class within the last year (see Appendix A). The survey was given in September of 1990. Over 90 percent of the students showed no outside reading during this time frame. As a baseline, the students averaged less than one book read in the year span. The second objective was to have each student read an average minimum of five books during the implementation. The results of the survey given in January of 1992 showed that 46 percent of the students did no outside reading, but that 54 percent of the students read 118 books (1.96 books each). The average number of books read rose from a pretest rating of reading no books per student to a post test rating of 1.06 per student. This reflected a marked improvement, although much less than the objective of five books per student.

The third objective focused on class disruptions. During reading periods, students in the four English classes were often disruptive. Behaviors such as loud

Table 4

Comparison of Pre and Post Implementation on
the Estes Attitudinal Survey

Note. The percentage given for each question indicates the positive response value.

	Pre Implementa- tion Results	Post Implementa- tion Results
1. Reading is for learning but not for enjoyment.	2.11	2.02
2. Money spent on books is well-spent.	1.12	1.09
3. There is nothing to be gained from reading books.	2.16	1.14
4. Books are a bore.	1.14	2.31
5. Reading is a good way to spend spare time.	1.15	2.35
6. Sharing books in class is a waste of time	1.96	2.30
7. Reading turns me on.	1.17	2.58
8. Reading is only for grade grubbers.	1.73	2.46
9. Books aren't usually good enough to finish.	2.89	3.48
10. Reading is rewarding to me.	2.01	2.72
11. Reading becomes boring after about an hour.	1.89	2.85
12. Most books are too long and too dull.	1.77	3.61
13. Free reading doesn't teach anything.	2.36	2.58
14. There should be more time for reading during the school day.	2.75	4.09
15. There are many books which I hope to read.	2.09	4.00
16. Books should not be read except for class requirements.	2.08	3.25
17. Reading is something I can do without.	2.94	2.96
18. A certain amount of summer vacation should be set aside for reading.	1.19	2.31
19. Books make good presents.	1.11	3.34
20. Reading is dull.	1.36	2.94

talking, leaving their seats, inappropriate questions, etc. disturbed the work atmosphere and often resulted in chaos. In the pre implementation survey, there were six disturbances noted per five minute period. The third objective stated that there would be a 50 percent reduction in these disturbances to three disturbances in a five minute period. The post survey showed an average of three disturbances per class period, thereby fulfilling the objective. In Table 5, the results of the survey are shown and compared with the pre implementation survey.

Table 5

Comparison of the Pre and Post Implementation
Results on the Disruptions Instrument Results

Note: Three samples were taken for each period.

A = beginning of period; B = middle of period; C = end of period.

	<u>Pre Implementation Survey</u>			<u>Post Implementation Survey</u>		
	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>
1.	10	4	6	4	3	2
2.	7	6	7	2	2	6
3.	5	6	7	3	3	3

The final objective was to increase the amount of free time spent on recreational reading by the students. In September of 1990, students were asked to chart the amount of free or leisure time they

experienced in a one week time span. Of this free time they were asked to estimate how much time was spent on recreational reading. The result of the pre implementation survey of 104 students showed that average amount of free time spent on reading was five percent. The objective stated that the amount of free time spent in leisure reading would increase to 25 percent in the post implementation survey. The results of the post implementation survey of 111 students showed that students had similar amounts of free time to spend, and they averaged nine percent of their free time engaged in leisure reading. This reflected a significant amount of increase in leisure reading, although it did not meet the goal of 25 percent. The results of the pre and post implementation survey are shown in Table 6.

Table 6

Comparison of the Pre and Post ImplementationResults on Time Analysis of a Week Survey

1. How much time do you have?

	pre implementation	post implementation
0 to 6 hours	<u>6</u>	<u>5</u>
6 to 10 hours	<u>30</u>	<u>32</u>
11 to 15 hours	<u>28</u>	<u>33</u>
16 to 20 hours	<u>35</u>	<u>30</u>
21 to 25 hours	<u>5</u>	<u>11</u>

2. What do you generally do with this time?

Responses included:

sports	work
watch television	go to the movies
play video games	use the computer
hand around	listen to music
help around the house	hang out with friends
drive a car	

Many more students added work and drive a car to the list in the post implementation survey than had listed these activities in the pre implementation survey.

3. How many hours do you spend in reading for enjoyment?

	pre implementation	post implementation
0 hours	<u>59</u>	<u>42</u>
1 hour	<u>40</u>	<u>51</u>
2 hours	<u>2</u>	<u>6</u>
3 hours	<u>1</u>	<u>5</u>
4 hours	<u>0</u>	<u>2</u>
5 hours	<u>1</u>	<u>3</u>

Discussion

The first objective entailed the improvement of the negative attitude students had toward reading. Using the Estes Attitudinal Survey (1971), the students progressed from a score of 37 points to 54 points. Although the goal was 60 points, the students showed a better attitude toward reading in answering almost all of the questions on the survey. Of special interest was question #15 which stated, "There are many books which I want to read." The students' favorable responses went from a score of 2.09 percent to 4.00 percent (almost double). These improved results support the beliefs of Atwell (1987) that a workshop approach to the teaching of reading will engender in students a more positive attitude toward the enjoyment of reading. Her approach is to let students choose the material they will read to insure that they have an interest in the task they are asked to perform. Despite the fact that the objective was not met, a great deal of progress can clearly be observed in the Estes Attitudinal Survey results.

In the second objective, the students were to read an average of five books during the implementation period. This was to improve the pre implementation survey result of no books having been read in the last year. Again, the objective was not met while the

survey showed that students had shown a marked improvement in amount of reading in just an eight month span. More students were involved in leisure reading (54 percent as compared to 46 percent), and those who did read, managed to read 1.96 books each. The overall average of 1.06 was encouraging, especially from students who had bragged just a few months before of not having ever finished a book. Having changed the form of the traditional teaching of reading to that of a workshop, Klug (1989) and Rasinski (1989) would credit the improved results to meeting adolescents' needs and interests. They would agree that administering an interest survey and adjusting the curriculum accordingly would be the best way to get better student involvement.

The third objective attempted to lower the amount of disruptions occurring during sustained reading in the classroom. This objective stated that students would go from six disruptions per five minute period on the Disruptions Instrument to three disruptions per five minute period. This objective was attained.

Walberg (1990) would attribute the decrease in disruptions to a high degree of engagement on the part of the students. When students are actively involved in a task, they are less likely to exhibit discipline problems.

Glasser (1990) would agree that students who are allowed to take control of their learning have fewer discipline problems.

Initially, there were many problems with noise and disruption. Students were faced with a classroom setting that was different to them, and they were easily distracted during the introduction period. As the students began to feel more comfortable with the rules and make-up of the workshop setting, they became involved in their reading choices. Slowly, disruptions began to fade until they were no longer an issue. Students went from teacher monitoring of discipline to developing self-discipline. Peers would reprimand each other for inappropriate behavior. This freed the teacher to work with the students in an academic stance rather than constantly disciplining and allowed the students to accept responsibility for their behavior. Overall, it was a highly successful experience.

The final objective was to increase the amount of free time spent on recreational reading by the students. Students were to improve from a score of five percent of their leisure time spent in recreational reading to 25 percent. The survey of recreational reading showed that the goal was not met, although improvement was made. Students showed an

increase to nine percent of their free time spent in leisure reading.

Interestingly, the responses to the second question on the survey, "What do you generally do with your time?" were much increased, especially in the areas of driving, working, television, and video entertainment. Atwell (1987), Goodlad (1984), and Woo and Bonds (1986) all state that the very nature of the adolescent impedes leisure reading. Adolescents are simply too busy with a preoccupation with peers and the demands of work situations to have the time or energy to spend on an activity such as reading.

The Survey of Recreational Reading showed that students had about the same amount of free time in the pre and post implementations, yet more students chose to become involved in reading, nine percent as compared to five percent. Considering the natural inclinations of adolescents and the demands placed upon their time by work, sports, family and school, it is a successful accomplishment to increase leisure reading in the eight months allotted in the implementation.

Recommendations

1. Students respond more quickly to the workshop approach when they are fully appraised of what is expected of them. Objectives, rules, evaluation and

expectations should all be clarified so as to ease the transition from one mode of teaching to another.

2. There should be enough time allotted for the workshop approach to learning as this approach does not produce results quickly. Reading improvement takes time and requires continuity of application.

3. There should be a variety of reading materials on hand. If supplies get low, it is necessary to replenish them. Students don't respond to minimal materials that don't catch their interest.

4. The teacher should be flexible. It is beneficial to allow class time to respond to the ideas that flow naturally from the students. The workshop is to be truly student-centered if it is to be effective.

Dissemination

To share the results of the practicum, the writer plans to continue to talk with other teachers about the improvements that resulted from the reading workshop. The writer encourages colleagues to visit the classroom and view the procedures.

Articles and information about the practicum will be made available to colleagues by the writer and kept in the classroom.

The writer plans to submit the details of the practicum in article form to be published in educational journals.

The writer also plans to develop a workshop to present to the English department in her work setting. Her department head has shown interest in the workshop and its impact and has scheduled it for the fall.

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Appendices

Appendix A

Survey of Leisure Reading

Number of books read _____

Name _____

Date _____

Period _____

Directions: Please list all of the reading you have done for enjoyment in the last year. When you have finished the list, count the books and put the number in the appropriate place at the top of this page.

Appendix B

Leisure Time Schedule Survey

Name _____

Date _____

Period _____

8 9 10 11 12 1 2 3 6 7 11

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Appendix C

Time Analysis of a Week

	Number of Hours Spent
Sleep	_____
Meals	_____
Job	_____
Travel Time	_____
Class Time	_____
Sports/Scheduled Recreation	_____
Additional Scheduled Activities	_____
Total Hours:	_____

Subtract total hours from 168, the number of hours in seven days. The result = _____.

What do you generally do with this time?

How many hours are spent in reading for enjoyment?

Appendix D

Instrument for Measuring Disruptions

Class _____

Period _____

Date _____

Directions: Record any activity made by students that disrupts the classroom atmosphere or causes the teacher to respond. Place a check for each disturbance in the appropriate section. Disruptions will be noted in five minute segments during the beginning, middle and end of the period.

Beginning of the period

Time _____

Mid-point

Time _____

End

Time _____

Appendix E

Reading Interest Quiz

	YES	NO
1. Is Valentine's Day your favorite holiday?	___	___
2. Are you a fan of "real-life" TV shows, news programs, and "magazine" type programs?	___	___
3. Are you intrigued by haunted houses?	___	___
4. Do you wish you could book a seat on the space shuttle?	___	___
5. Do you love oddball facts and trivia?	___	___
6. Are most of your favorite songs, movies, and poems about love?	___	___
7. Do you want to improve your life, change yourself, or learn a new skill?	___	___
8. Do puzzles and riddles intrigue you?	___	___
9. Do you wonder why people fall in love?	___	___
10. Do you believe there is intelligent life in outer space?	___	___
11. Are you the kind of person who's mainly interested in facts and real events?	___	___
12. Do you wonder what forces and events shape a person's identity?	___	___
13. Do you believe in UFO's?	___	___
14. Do you follow murder trials, heists, and the police blotter in the newspaper?	___	___
15. Is Halloween one of your favorite holidays?	___	___
16. Are you interested in seeing how people cope with personal problems?	___	___
17. Are your favorite movies about outer space?	___	___
18. Do news articles, shows, and movies about ghosts, weird animals, or haunted places grab your attention?	___	___
19. Do other people's lives fascinate you?	___	___
20. Do you wonder what makes people "tick"?	___	___

Name _____ Date _____ Period _____

Score Sheet for Reading Inventory

If you answered yes more than once (to questions 1, 6, or 9), you will probably enjoy reading a good love story for your next book report.

If you answered yes more than once (to questions 2, 5, 7, or 11), head for the non-fiction section of your library or book store, because you will probably enjoy reading oddball fact books, self-help books, or biographies.

If you answered yes more than once (to questions 3, 15, or 18), wait for the next dark and stormy night to curl up with a good ghost or horror story.

Your mind is in another world and time if you answered yes more than once (to questions 4, 10, 13, or 17). Science fiction books are your best bet.

You are an amateur sleuth and would probably like a good mystery if you answered yes to questions 8 and 14.

You are curious about how people behave if you answered yes to questions 12, 16, 19, and 20. So a novel or biography is a good choice for you. Check out young adult novels as well.